

**ENGLISH TASKS TO DEVELOP STUDENTS' COMMUNICATIVE
COMPETENCE: TEXTBOOK ANALYSIS ON BAHASA INGGRIS
WHEN ENGLISH RINGS A BELL FOR GRADE 8 OF
JUNIOR HIGH SCHOOL**



Submitted as a Partial Fulfillment of the Requirement
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Arranged by
Hayati Istiyaningsih
S200150023

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APPROVAL

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PUBLICATION MANUSCRIPT

Written by

HAYATI ISTIYANINGSIH
S200150023

Has been Approved By

Primary Supervisor


Mauliy Halwat Hikmat, Ph.D.

Co-Supervisor


Muamaroh, Ph.D

APPROVAL OF PUBLICATION MANUSCRIPT FOR SUBMISSION

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Submitted by



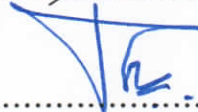
Hayati Istiyaningsih
S200150023

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1. **Maully Halwat Hikmat, Ph.D**
(Primary Supervisor)
2. **Muamaroh, Ph.D**
(Co-Supervisor)
3. **Dr. Dwi Haryanti, M.Hum**
(Examiner)


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Surakarta, 17th Januari 2018

Director of Graduate School


Prof. Dr. Bambang Sumardjoko, M.Pd

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I am the writer of this article,

Name : Hayati Istiyaningsih
NIM : S200150023
Program : Magister of Language Studies
Focus on : Textbook Evaluation
Title : ENGLISH TASKS TO DEVELOP STUDENTS'
COMMUNICATIVE COMPETENCE:
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INGGRIS WHEN ENGLISH RINGS A BELL FOR
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The Writer



Hayati Istiyaningsih

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ABSTRACT

This research is about the analysis of the tasks in the textbook related to five components of communicative competence. The Objectives of this study are to explain English tasks designed for five components of communicative competence development reflected in English textbook, the frequency and the dominant type of tasks in each competence. In achieving the objectives, the researcher uses descriptive qualitative as the type of the research. The data source of this research is the tasks from the English Textbook entitled "When English Rings A Bell". To collect the data, the researcher uses documentation. The data are analyzed by the theory of communicative competence by Celce-Murcia et al and analyzed by using interactive model of Huberman and Miles. The result shows that the textbook entitled "When English Ring A Bell" consists of 172 tasks and there are four components of communicative competence (linguistic, sociocultural, actional and discourse). The English tasks found in the textbook that are designed to develop **students' linguistic competence** (54.07%), are writing or creating sentences, paragraph, the journal, invitation card, greeting card, neat and accurate handwriting using the punctuation marks and spelling of the word correctly. The tasks that are designed to develop **students' sociocultural competence** (1.10%) are writing the dialogues by using polite words, saying the speakers sentences correctly and clearly. The tasks that are designed to develop **students' actional competences** (22.09%) namely playing the roles of the speakers about making introduction, accepting and declining invitation, daily activities, giving information, describing, narrating, and explaining. The tasks that are designed to develop **students' discourse competence** (22.67%) are writing down the short texts, talking about the story, writing down the expression from the box to complete the dialogue.

Keywords: English task, communicative competence, textbook analysis

ABSTRAK

Penelitian ini mengenai analisis soal-soal dalam buku pelajaran terkait dengan komponen-komponen dalam kompetensi komunikatif. Tujuan dari penelitian ini adalah untuk menjelaskan jenis-jenis soal-soal bahasa Inggris yang di desain untuk mengembangkan kompetensi komunikatif dalam buku pelajaran serta untuk mengetahui jumlah dan tipe-tipe soal yang mendominasi pada setiap komponen dalam komunikatif. Penelitian ini adalah penelitian kualitatif. Data dalam penelitian ini berupa soal-soal dari buku pelajaran berjudul "When English Ring A Bell. Untuk mengumpulkan data, peneliti menggunakan metode dokumentasi. Data dianalisa menggunakan teori kompetensi komunikasi oleh Celce-Murcia dan dianalisa dengan model

interaktif dari Huberman dan Miles. Hasil Penelitian menunjukkan bahwa buku pelajaran tersebut terdiri dari 172 soal dan terdapat empat kompetensi dari kompetensi komunikatif (Linguistic, sociocultural, actional dan discourse). Soal-soal Bahasa Inggris yang didesain untuk mengembangkan kompetensi linguistic siswa (54.07%) adalah menulis kalimat, paragraph, jurnal, kartu undangan, kartu ucapan, tulisan tangan yang rapi yang menggunakan tanda baca dan ejaan yang tepat. Soal-soal yang didesain untuk mengembangkan kompetensi sociocultural (1.10%) adalah menulis percakapan dengan menggunakan kata-kata yang sopan dan mengatakan kalimat-kalimat dari penutur dengan tepat dan jelas. Soal –soal yang didesain untuk mengembangkan kompetensi actional ((22.09%) yaitu bermain peran tentang pengenalan, menerima dan menolak undangan, kegiatan sehari-hari, memberikan informasi, menggambarkan,, menceriterakan, dan menjelaskan. Soal-soal yang didesain untuk mengembangkan kompetensi discourse siswa (22.67%) adalah menulis teks pendek, bercerita, menuliskan ungkapan-ungkapan dari kotak yang disediakan untuk melengkapi percakapan.

Kata Kunci ; Soal-soal Bahasa Inggris, kompetensi komunikatif, analisa buku pelajaran

1. INTRODUCTION

A Textbook entitled Bahasa Inggris “When English Ring A Bell”

For Grade 8 of Junior High School was analyzed because of two major reasons. The first is because the textbook is written based on 2013 curriculum and it is expected to be used by students at grade 8 of Junior High School comprehensively later on when 2013 curriculum is implemented by all schools in Indonesia simultaneously. Based on the regulation of Education and Culture Ministry, 2013 curriculum is being improved and developed recently. Because of that, material especially textbooks, written based on the curriculum need to be improved and developed as well. the researcher want to analyze the tasks of the textbook based on one theory that is the theory of Celce-Murcia, et all. They describe communicative competence as unified competence which comprises into five components (1) discourse competence (2) linguistic competence, (3) actional competence, (4) sociocultural competence,

and (5) strategic competence. In order to make the student achieve the goal of teaching and learning in English Additionally, a citation from the textbook stated that suggestion are opened and needed for the sake of improving the textbook quality. The second is because of there are only some researchs which analyze the tasks of the textbook based on the content. So . They have to master the five component of communicative competence.

The researcher was interested in doing the research to the tasks presented in “Bahasa Inggris When English Rings a Bell” English For Junior High School Grade VIII. This textbook is arranged by Ministry of Education and Culture and the manuscript contributors are Siti Wachidah and Asep Gunawan. It is published in 2014. This book is used by many schools in Indonesia that have implemented the 2013 curriculum.

Based on the description above and the goal of learning is to develop student’s communicative competence. The researcher wants to conduct a research entitled “ English tasks to Develop Students’s Communicative Competence, Textbook Analysis on Bahasa Inggris “When English Rings a Bell” For Grade 8 of Junior High School .” This research poses several research questions namely: (1) What English tasks are designed to develop the student’s linguistic competence?” (2) What English tasks are designed to develop the student’s strategic competence? (3) What English tasks are designed to develop the student’s sociolinguistic competence? (4) What English tasks are designed to develop the student’s actional competence? (5) What English tasks are designed to develop the student’s discourse competence? (6) What is the

frequency of the tasks designed in develop communicative competence?

(7) What is the dominant type of communicative, which use in the textbook?

This research has four main objectives namely: (1) to explain what linguistic competences are shown in the tasks of English textbook Bahasa Inggris for Junior High School Student Grade VIII. (2) to explain what strategic competences are shown in the tasks of English textbook Bahasa Inggris for Junior High School Student Grade VIII.(3) to explain what socio-cultural competences are shown in the tasks of English textbook Bahasa Inggris for Junior High School Student Grade VIII. (4) to explain what actional competences are shown in the tasks of English textbook Bahasa Inggris for Junior High School Student Grade VIII. (5) To explain what discourse competences are shown in the tasks of English textbook Bahasa Inggris for Junior High School Student Grade VIII. (6) to elaborate frequency of communicative competence are shown in the tasks of English textbook Bahasa Inggris for Junior High School Student Grade VIII.(7) to elaborate the dominant of communicative competence are shown in the tasks of English textbook Bahasa Inggris for Junior High School Student Grade VIII.

2. RESEARCH METHODOLOGY

The study will use the qualitative research method because the data of the research are in the form of document from a textbook that contain text or discourse. According to Moriarty (2011:2) qualitative method is a board term that can applied to range of research approaches that have their theoretical origin in range of disciplines including

anthropology, sociology ,philosophy, social psychology and linguistics discipline. This research will include in the linguistics discipline.

The object of this study is English Textbook entitled ‘When English Rings A bell’ for Junior High School in the eighth grade. The textbook is arranged by Ministry of Education and Culture and the manuscript contributors are Siti Wachidah and Asep Gunawan.

Data in this research are tasks that are written in the textbook. The Data Source is English textbook entitled ‘When English Ring A Bell’ for the eight grade students in Junior High School. The textbook consists of the twelve chapters. Each chapter consists of many tasks that should be done by the students. Here the researcher focuses on analyzing the tasks that written on each chapter in the textbook. The researcher uses some of data collection techniques: observation and documentation. This research is descriptive qualitative research, so the observation is conducted by the researcher individually. It means that in this step, the researcher observe the textbook that will be analyzed. The researcher observes the textbook from the cover until the end of the textbook. Then, the researcher is going to the next step, it is documentation.

The data collection technique are as follows: (a) the researcher read the textbook and understand the entire competence; (c) type the tasks and code the marked task by writing the task tasks; (b) the researcher marks the tasks that includes in five components of communicative number, the chapter, and the page of the tasks. For example the first task in the first chapter and in the first page, so the coding will T1/CI/PI; (d)

the researcher account the amount of the tasks that develop the competences.

In this Study, the researcher can draw conclusion from the data analysis. The researcher collects the data through some steps like understand and mark the tasks including in five components of communicative competence by Celce-Murcia et al. (1995). The researcher collects the data and put them into each components of communicative competence. Those are linguistic competence, sociocultural competence, strategic competence, actional competence, and discourse competence. After all the data are collected and put into each component, the researcher share and discuss it with some colleagues and the expert to verify the data are valid or not. In this research, the expert judgment is really needed for the data validity. The collected data were analyzed by using interactive analysis (Miles & Huberman, 1994). This data analysis consisted of three linked sub processes: data reduction, data display, and conclusion drawing/verification.

3. RESEARCH FINDINGS AND DISCUSSION

There are twelve chapters which consists of 172 tasks in the textbook entitled “When English Rings A Bell. The result of the data analysis can be seen in the table below:

Table 1.1. The Result of Data Analysis

Chapter	The Amount of Tasks based on Component of Communicative Competence by Celce –Murcia et al (1995)				
	Linguistic	Sociocultural	Strategic	Actional	Discourse
1	-	-	-	5	2
2	6	2	-	3	-
3	6	-	-	9	-
4	7	-	-	-	-
5	9	-	-	4	3
6	10	-	-	5	4
7	16	-	-	-	6
8	2	-	-	9	9
9	14	-	-	1	3
10	7	-	-	2	7
11	12	-	-	-	-
12	4	-	-	-	5
Total	93	2	-	38	39

From the table above, it can be seen that the highest amount of communicative competence components in the tasks in the textbook is linguistic competence. There are 93 tasks in the textbook that develop linguistic competence. The second number of the highest point is discourse competence. It is 39 tasks. Then the third level of the communicative competence component is actional competence with total number of the tasks 38. The lowest amount of task is found in the sociocultural competence with the total number 2 tasks. However, there is a competence that does not exist in the textbook: it is strategic competence. Here, the

researcher gives the explanation and the description about the result of the tasks analysis based on the communicative competence theory by Celce-Murcia et al (1995).

1. English Tasks Designed to Develop the Students' Communicative Competence.

The English tasks that are designed to develop students' linguistic competence are tasks about syntax, lexicon, phonology and orthography. The tasks about **syntax** are writing or creating sentences, writing paragraph, writing the journal, completing sentences, writing instruction and prohibition. The tasks about **lexicon** are writing words, completing the statements, filling words, and filling the table. The tasks about **phonology** are playing the roles of the speakers in the pictures, saying the speakers' sentences correctly and clearly. The tasks about **orthography** are writing neat and accurate handwriting using the punctuation marks and spelling of the word correctly, writing the invitation cards, writing the greeting card.

After having a deep analysis at all tasks in the textbook, the researcher found two tasks that implement sociocultural competence. Those tasks are belonging to the sub-component of **stylistic appropriateness** factor. The tasks on **stylistic appropriateness factor** namely playing the roles of the speakers in the pictures, writing the dialogues by using polite words, after that saying the speakers sentences correctly and clearly.

The English tasks that are designed to develop students' actional competence are the tasks about language functions including **interpersonal exchange, information, feeling and future scenario**. The tasks on **interpersonal exchange** are playing the roles of the speakers in

the pictures about making introduction, accepting and declining invitation, asking the friends about the daily activities, and completing the dialogue based on the pictures. The tasks about **information** are playing the roles of the speakers in the pictures about asking for and giving information, describing, narrating, and explaining. The tasks about **Opinion**, namely playing the roles of the speakers in the pictures about opinion, completing the sentences about opinion, appreciation, someone's understanding, writing sentences about someone's understanding, opinion, and appreciation. The tasks about **feeling** namely reading the statement about someone's feeling correctly, completing the sentences what people are saying. The tasks about **suasion** are reflecting and preparing the gift for someone. The tasks on **future scenarios** namely interviewing with the friends to fill in the table, playing the roles of the speakers and saying what these people are saying correctly and clearly.

In this research, the English Tasks that are designed to develop the students' Discourse Competences are tasks about the use **cohesion, deixis, coherence, generic structure and the conversational structure**. The tasks about **cohesion** namely writing down the statements based on the table, writing down the speaker's statements about what they are doing, completing the sentences according to the speakers' statements, comparing the three things in each set with real purpose, and rewriting the descriptions in a good sentences. The tasks about **Deixis** are writing the daily activities and completing sentences based on the pictures. The tasks about **coherence** namely answering to each questions, and describing the animal. There are several tasks about **genre** in the textbook namely

writing down the short texts, reflecting on what the students are learning now, saying the speakers'sentences correctly and clearly, finding the sentences each event or happening, reading a fable, talking about the story, repeating the story after the teacher sentence by sentence. The tasks about **conversational structure** namely writing down the expression from the box to complete the dialogue, playing the roles of the speakers'sentences correctly and clearly, writing down the possible expressions of each pictures, and practicing reading mousedeer and crocodile correctly and clearly.

2. The Frequency of the English Tasks Designed for Each Competence.

Table 1.2 linguistic competence related to textbook analysis.

No	Aspect in Linguistic Competence	The amount of the tasks	Percentage
1.	Syntax	50	53,76%
2.	Morphology	-	-
3.	Lexicon	8	8,60%
4.	Phonology	6	6,45%
5.	Orthography	29	31,18%

From the table above it can be concluded that tasks cover aspects; syntax, lexicon, phonology and orthography but the dominant type of tasks in linguistic competence is in the aspect of syntax, and the lowest amount of tasks in linguistic competence is phonology. There is no task that implements morphology aspect, so it

will be better if the textbook is added by some tasks that use this kind of linguistic aspect.

Table 1.3 Sociocultural Competence Related To Textbook Analysis.

Aspect in Sociocultural Competence	The amount of the tasks	Percentage
Social Contextual Factors	-	-
Stylistic Appropriate Factors	2	100%
Cultural Factors	-	-
Non-verbal Communicative Factors	-	-

After analyzing all tasks in the textbook, the researcher found that there are two tasks that implement sociocultural competence. The two tasks are including in the sub- component of stylistic appropriateness factor.

Table 1.4 Actional Competence Related To Textbook Analysis.

No	Aspect In Actional Competence	The Amount Of The Tasks	Percentage
1	Interpersonal exchange	12	31,57%
2	Information	15	39,47%
3	opinion	3	78,94%
4	Feeling	3	7,89%
5	Suasion	2	5.26%
6	Future scenarios	3	7,89%

From the table above, it can be seen that the tasks cover some aspects : Interpersonal exchange, information, opinion, feeling, suasion and future scenarios. The highest point in actional competence is information component. There are fifteen tasks that implement this component with the percentage 39,47%.

Table 1.5 Discourse Competence related to Textbook Analysis

No	Aspect in Discourse Competence	The Amount of the Tasks	Percentage
1.	Cohesion	11	28,21%
2.	Deixis	2	51,28%
3.	Coherence	5	12,82%
4.	Genre	17	43,59%
5.	Conversation Structure	4	10,25%

The frequency of English tasks designed for each competence can be drawn with the formula as follow: the amount of tasks for each competence divided by the amount of tasks in textbook times 100%. First, the amounts of tasks in linguistic competence are 93 tasks. The frequency of linguistic competence is 54,07%. The second competence is sociocultural competence with the amount of tasks are 02, and the percentage is 100%. The third competence is actional competence with the amounts of tasks are 38 with the frequency 22,09%. Then, the tasks are developed based on discourse competence are 39 tasks with the frequency 22,67%.

3. The Dominant Type of Tasks for Each Competence

The Dominant type of tasks that are developed in linguistic competence is in the aspect of syntax, in sociocultural competence is stylistic appropriate factor, in actional competence is knowledge of language function especially information, and for discourse competence is genre.

4. CONCLUSION

After analyzing the tasks of each competence, the frequently of the tasks for each competence and the dominant type of tasks for each competence, this textbook entitle “When English Rings A Bells for Grade 8 of Junior High School” is suitable for the students to develop Communicative Competence.

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